

Isabelle

- **currently enrolled in French III**
- **struggling to get D's**
- **pressured by mom to drop the class because of her GPA**

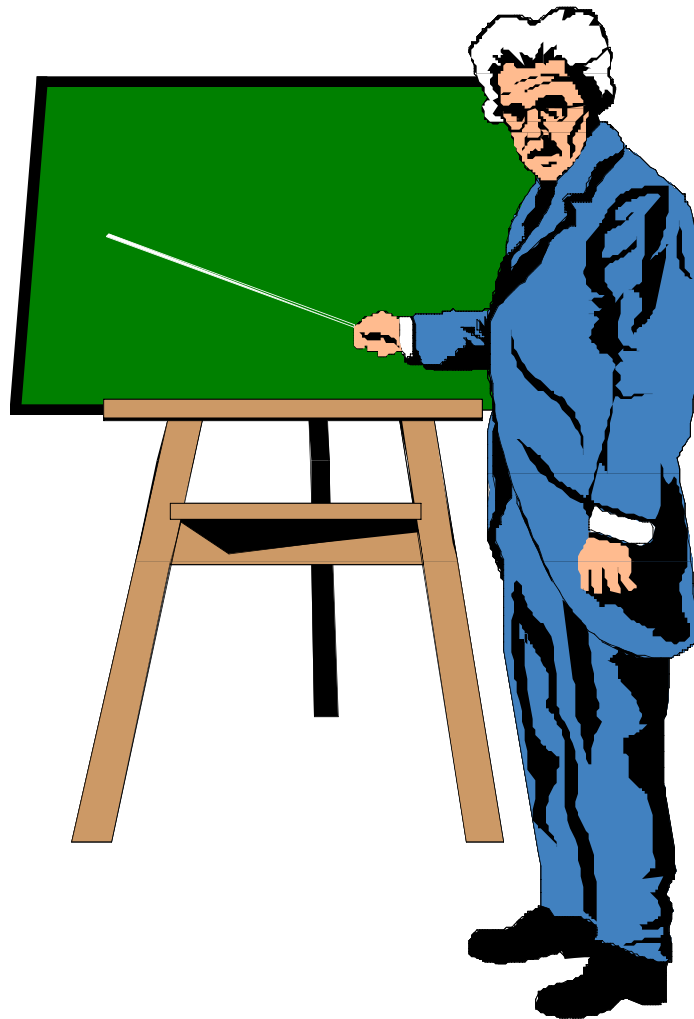


Mr. Ballinger's analysis

- **Because she did not work hard enough her first two years in French, Isabelle has to constantly relearn what she missed her first two years, as well as learn the new material in French III.**
- **This means that she is working as hard or harder than the “A” students just to get a “D”.**

Mr. Ballinger's conclusion:

Students with a C or lower in foreign language are not ready for the next level.



Gunther

- **Gunther took two years of Spanish, realized he was not strong enough to go on to Spanish III, so he took two years of German.**
- **He wants to know if colleges will accept two years of two languages as an acceptable alternative to three or more years of one language.**



Mr. Ballinger's analysis:

- **Most colleges do not have a foreign language entrance requirement**
- **However, most colleges do have a foreign language exit requirement**
- **Students must demonstrate proficiency in reading, writing, listening, and speaking at the Intermediate High level.**
- **Students who do not test at the required level will be required to make up the difference by taking courses at the university level.**
- **University courses are expensive, add to a student's already heavy course load, and tend to be more demanding than high school courses.**

Mr. Ballinger's conclusion:

- **Take as much of one foreign language as possible to get a firm foundation and make it less likely that you will have to take additional courses at the university level.**

**NEED
TO
KNOW**